



BEHAVIOR SUPPORT PLANS

INCLUSION AND SUPPORT TO GENERAL EDUCATION TEACHERS

♦ General Ideas

- We as a team support student's positive behaviors.
- Empower the teacher by facilitating discussion of supporting a student's behavior.... "What am I willing to do?"
- You as a teacher can be a part of the step by step process of supporting positive behaviors
- As a consultant on a team, remember to acknowledge, teacher's attempts to implement plans.
- Remember to model, shape and cue the teacher's attempts to support positive behaviors.

♦ Create A "Fast Facts" Summary For The General Ed Teacher

- It summarizes information on the student.
- In a summary regarding a student with a behavior plan, state the **diagnosis**. For example: John is a student with the diagnosis of Asperger's syndrome.
- Make a **summary of strengths**. For example: John is
 - friendly
 - an only child
 - enjoys large motor activities
 - enjoys trains, reading and videos, specifically "Veggie Tales"
- Make a **summary of weaknesses**. For example: John
 - has difficulty moving on to a new topic
 - has difficulty requesting; often makes demands of others
 - uses verbal self-stimulatory behavior when attempting to engage others in a topic of interest
 - stressed or anxious
 - protesting something in environment

♦ Thoughts On Inclusion

- By defining the problem positively, by providing classroom-based supports, by maintaining ongoing communication, and by building peer-support networks, we can create an educational setting that positively and successfully includes all of our students.
- Time is critical to the success of any inclusion program.
- Teachers need time to communicate with each other and with other team teachers involved in inclusion.

Toward Inclusive Classrooms

NEA Teacher to Teacher Books